DOCUMENT RESUME

ED 083 258 TM 003 219

AUTHOR	Kopp, Frederick S.
TITLE	Evaluation of the Preschool Program, Summer, 1972. Research and Development Report, Vol. VI, No. 26.
INSTITUTION	Atlanta Public Schools, Ga.
PUB DATE	72
NOTE	69p.; DIR-2
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Behavioral Objectives; Cognitive Objectives; *Educationally Disadvantaged; Inservice Teacher Education; Low Income Groups; *Preschool Evaluation; *Preschool Programs; *Program Evaluation; Psychomotor Objectives; Reading Readiness; *Summer Programs
IDENTIFIERS	*Elementary Secondary Education Act Title I; ESEA Title I

ABSTRACT

This Title I summer program was designed to develop the prereading skills of 200 educationally deprived preschool pupils in Atlanta. Specifically, the goals of the program were to: (1) develop social behavior motor skills, positive self-concept, perceptual skills, and cognitive skills in these four-year-old pupils; (2) provide inservice training for teachers and aides participating in the program; and (3) develop proficiency modules for educationally deprived pupils commensurate with their individual needs. The program was evaluated through a number of forms completed by professional personnel which assessed the following areas: attendance, contacts with parents, social workers' contacts, health services, social behavior, behavioral objectives, and professional personnel evaluation of the project. Recommendations for next year's program are made. A teacher's guide, forms and questionnaires used in the program, and data analyses are provided in appendices. (KM)

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ED 083258

RESEARCH AND DEVELOPMENT REPORT

VOL. VI, NO. 26 SUMMER, 1972

EVALUATION OF THE PRESCHOOL PROGRAM

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Atlanta Public Schools

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I. INTRODUCTION

Once upon a time, there was a relatively small preschool project which met with success by several standards. Beyond its success as a preschool project, though, this endeavor should serve as a model of curriculum utilization to be emulated by programs of all sorts. Goals were formulated in the project proposal and these goals were paralleled in nearly perfect textbook fashion by behavioral objectives. Up to this point these offerings might have been found in any relatively well done federally funded project. What followed, however, was something to be admired, something that should be found in every such program: a "syllabus" of sorts giving guidelines and even suggested activities designed to effect the changes outlined in the behavioral objectives. This is truly curriculum development as it should be. From this lucid outset, it became a straightforward task for the Research and Development evaluator to assess the project. Evaluation instruments or items were selected and created to measure in parallel the objectives and curriculum sections.

What follows in this report is an outline of the mechanics of the project, followed by a detailed accounting of the chain of facets beginning with the initial gross conception of the idea in embyro and concluding with an item-by-item evaluation of quite specific objectives.

II. PROGRAM DESCRIPTION

A. General Purpose

One phase of the tripartite FY 1972 Title I Summer Program funded activities designed to develop the prereading skills of 200 preschool pupils at ten centers throughout the city of Atlanta. Included were motor skills, readiness abilities, and desirable social behaviors thought to enhance school achievement. The children selected were those deemed the most educationally deprived pupils residing in the Title I target areas of high concentrations of low income families.

B. Duration

The duration of the activity for the Title I staff was seven weeks, extending from 12 June to 28 July. Actual classroom activities began one week later on 19 July and extended for only six weeks.

Staff members of projects such as this are often reluctant to work on any dates not officially a part of the activity duration. In this instance, however, considerable planning took place prior to the commencement of the official activity period and was contributed to by a number of persons. Attendance at most planning sessions, in fact, was very high. The impression gained by this evaluator was one of a staff eager to launch an effective program into which they had had a significant input. A circular byproduct of this enthusiasm in participation seemed to be increased enthusiasm.

C. Rationale

1. Overall Goals

The overall goals of the activity as stated in the FY 1972 summer proposal were as follows:

a. To develop social behavior motor skills, positive self-concept, perceptual skills, and various cognitive skills in four-year-old disadvantaged pupils.

b. To provide inservice training for teachers and teacher aides participating in the program.

c. To develop proficiency modules for educationally deprived pupils commensurate with their individual needs.

2. Behavioral Objectives

The global statements of the project goals were stated in terms of student behavior in the funding request as below:

a. All participants will develop skills in social behavior such that 100 percent accuracy may be observable in the following situations:
   (1) The pupil will be able to give the first name of at least three of his classmates.
   (2) Following three weeks of participation of the program the pupil will be able to tell his teacher's name.
   (3) Following five weeks of participation in the program, the pupils will be able to take a visitor to the school office.

b. Pupils will demonstrate 100 per cent proficiency in the following motor skills:

   (1) The pupil will be able to imitate an action that has been named and modeled by the teacher (clapping hands, jumping, shaking head, etc.).
   (2) The pupils will be able to participate in activities involving gross motor skills when instructions are given by a teacher or a recording.

c. Pupils will show a significant improvement in self-concepts as demonstrated by the following:
   (1) Saying his first and last names when asked, "What is your name?"
   (2) Pointing to his noise, mouth, eyes, and ears with 100 per cent accuracy when directed by the teacher.

d. Pupils will be able to demonstrate 95 per cent accuracy in the following perceptuals skills:
   (1) When given the name of an object in the classroom, the pupil will be able to point it out.
   (2) When shown a card of a particular color, the pupil will be able to point to a card of the same color and name it.
   (3) When shown a card of a particular shape, the pupil will point to a card having the same shape.

e. Proficiency in the cognitive area will be such that all pupils will be able to perform with 100 per cent accuracy the task described below:

   Given a situation where each pupil in a group needs one object, pupils will be able to place the one object in front of each pupil.

f. Involvement of parents and staffs of health centers will be such that each pupil will have completed the immunizations required for the child to enter school. Exceptions will be only those pupils who have physical problems which may prevent this service.

3. Criteria for Selection

The following were the children who were chosen for inclusion into the project population:

a. Pupils who reside in attendance areas with high concentrations of low income families.

b. Pupils believed to be lacking in prereading skills necessary for success in school.

4. Relation to Regular School Program

This activity was not a part of the regular school program but was located in Title I Schools and operated during regular school hours.

D. Number and Type of Staff

Staff composition outlined in the initial grant request was altered. The original staff called for was as follows:

2 preschool supervisors 10 teachers
10 teachers
10 teacher aides
1 clerical worker
2 social workers.

In actuality, the staff was augmented to include the following positions:

1 preschool coordinator
2 preschool supervisors
10 teachers
10 teacher aides
2 social workers
2 health aides.

Barbara Goodwin, Curriculum Coordinator for Early Childhood Education in the Atlanta Public Schools, was the preschool coordinator and organized the project from its inception. Answering to Mrs. Goodwin were two preschool supervisors, Fran Gouze and Barbara Williams, who served as liaison persons, each having been assigned five of the ten centers. Each center was operated by a certified early childhood teacher and a paraprofessional aide.

Distributed among the ten centers in a like manner were social workers James Jones and Nettie Washington, and health aides, Barbara Carnes and Paulette Chambers. Social work and health services were directed by Virginia Upson, M.S.W. and Catherine Binns, R.N. respectively.

The apportionment of responsibilities among personnel appears in Figure 1.

E. Social Work

In accordance with the funding proposal, two social workers were assigned five centers each to assist teachers in helping to solve school-related problems of pupils and parents who needed special assistance.

F. Health Services

One of the behavioral objectives stated in the funding proposal called for the involvement of parents and staffs of health centers to see that each pupil would have had completed the immunizations required for each child to enter school. As a matter of facility in the operationalization of this objective, the aid of the Health Services Division of the Pupil Services Department of the Atlanta Public School System was enlisted by the implementers of this phase of the Title I summer proposal.

G. The Handbook

A major contributor to the success of this program was the handbook "Objectives and Suggested Activities--Prekindergarten Summer Program" which appears in Appendix A. Each preschool teacher was given a copy of the handbook, thereby avoiding a shortcoming of many similar programs

where staff very often are not adequately aware of "where they are going" (i.e. behavioral objectives); or, if informed, have divers and (and thus inefficient) concepts of how to achieve these goals.

The handbook became the teachers' guide to successs, presenting each objective separately and following it with activities, resources, equipment, records, songs, rhymes, puppets, books, films, and the like which were designed to aid in directly teaching the skills entailed in the satisfaction of that objective. Teachers were told that this handbook could be used directly as a syllabus or indirectly as a catalyst in the formation of new teacher-conceived activities. In visiting the various centers, this reviewer found a mixture of both new activities and handbook suggestions being utilized in the centers.

The main strength of this handbook's approach is that no one -- the funding agency, the teacher, the evaluator, or the reader of this final report -- is caused to wonder HOW the changes proposed in the objectives were to be effected. But most importantly of all, it should be repeated at the risk of reiteration, the teacher knew both the WHAT and the HOW of her work, thereby maximizing her liklihood of success.

III. EVALUATION

For many student participants, this project constituted an initial exposure to school, presenting the potential problem of separation anxiety. As a result, there was no certain method of ascertaining precisely how long it would be at any given center before teachers would be able to spend less time helping children cope with their negative emotions and spend more time with the outlined content material. For this reason, it was decided that rather than planning scheduled testing schedules, it would be wiser to permit the individual teacher to "play it by ear" and to assess students as they became ready to deal with the evaluation process. This meant that the more stalwart students might be "tested" almost immediately, whereas other students might have a more difficult time in adjusting and

testing might not be feasible until somewhat later. It was decided that hopefully by the second week of operation, "testing" would be practical in most cases.

Given the lack of experience with school of the participants, it was deemed unwise in terms of efficiency and emotional disruption to hold mass testing sessions with this population. Rather, it was decided that all data would be collected by the teachers in as unobtrusive a manner as possible, an approach, it was reasoned, which would minimize disruption and maximize validity.

The following sections of this report will first present the instruments used in the evaluation of the preschool program. Second, the findings will be reported as assessed by the instruments and a connection will be made between the critical variables -- the intentions of the program -- and the findings.

A. The Instruments

All evaluation in this project was effected through a number of professional personnel-completed forms to be described in this section. The areas to be assessed were the following: attendance, contacts with parents, social workers' contacts, health services, social behavior, behavioral objectives, and professional personnel evaluation of the project. Records were to be kept up to date and submitted at the close of the project.

1. Attendance

Attendance records were kept on the form shown in Appendix B. Each center had one such form on which to keep all attendance information for all students for all weeks. Each row represents a longitudinal record of the given student's attendance. Dividing the sum of the row totals by the total number of students at the center one sees the "average" student's attendance figure for the summer. Each column shows the attendance at the center on any given day. By summing down the columns and summing all such subtotals and dividing by the total number of days possible, one arrives at a average daily attendance at the center.

2. Contact with Parents

Each teacher received six sheets on which to keep six weekly records of contacts with parents. A copy

of this form appears in Appendix C. The intent of this form was bipartite: (1) to disprove the looming myth (or reality) that lower socio-economic group parents lack rapport with the school, and (2) to encourage teachers to reach out to the parents. The division of this form into five classes of parent-teacher contacts was made in hopes of identifying the most common medium of contact if there were any which overshadowed the others in frequency.

3. Social Work Contacts

Since the social worker service functions more as a professional entity unto itself than do other departments, it was deemed wisest to accept whatever information was collected in the normal course of operations. In a program of such short duration as this, to do otherwise and impose a new recording instrument on a preexisting group of workers would have been unwise and inefficient. As a result, original recording instruments were not available to the Research and Development evaluator, but instead, summary data were supplied. Since this was the main point of interest, however, this was just as well, and, in part, was more efficient.

4. Health Services

The Department of Health Services, like the Department of Social Services, functions primarily as an entity. So, it was decided that existing records had best suffice. Unlike the Social Services Department, however, the Department of Health Services did not supply summary data to the Research and Development evaluator, who was consequently faced with the task of combining information from forms not designed to facilitate the compilation of summary data.

The standard health program control sheet, a copy of which is in Appendix D, consists of one row in which columnar data are entered for each child. The column headings specify various laboratory and clinical tests as well as immunizations. The cells thus formed are then coded with an "OK" if the evaluation or test had been performed prior to the Summer of

1972 and no referral is required, an "R" if the evaluation or test has been performed and referral for treatment is required, or an "RC" if treatment has been given and no further remedial action is required. A blank space meant that nothing had been done and nothing was done by us either.

5. Teacher Observation Pupil Survey (TOPS)

This checklist, which appears in Appendix E, consists of a number of activities or behaviors in which prekindergarten pupils are usually engaged. Teachers were instructed to observe pupils early in the program and again at the end and to record that the behavior described was present (4), present sometimes (3), absent (2), or to record that no observation was made of the student in that aspect of his behavior (1). All behaviors were social in nature; and, since the project was designed to promote growth in interpersonnel skills, it was reasoned that growth would be observable and measureable with the aid of this instrument. In addition to information about specific skills, it also became possible, with minor data transformations in the responses; to collapse records across items and get a multi-factored index of social development for students.

6. Behavioral Objectives

The funding proposal contained a number of objectives which the project set out to attain. In an effort to do this, a handbook was set up (see separate section, HANDBOOK) with activities and explanations parallel to the objectives and listed in the same order. A checklist was also constructed parallelling this established sequence: a copy of this form may be seen in Apendix F. Across the top of this form are abbreviated references to the objectives. Along the side is room for twenty students' names. The task of the teacher then became to observe each child's ability in each of the designated skills and record his compentency as "yes" or "no." This evaluation procedure was carried out at the outset of the project and again near the end, thus affording pre and post measures from which competency gains could be calculated. Adding down the columns gives

the group's compentency at any center on any given skill. By collapsing across columns, a measure of total competency is obtained at the expense of individual skills. Owing to the complexity of this particular measure, the form was not constructed with two columns (pre and post) for each item, but rather, two forms were given to each teacher -- one for early completion and one to be filled out at the end of the project.

7. Evaluation by Staff

At the end of the project, the teachers were sent project evaluation forms to be filled out anonymously and mailed to the Research and Development evaluator. A copy of this form appears in Appendix G.

B. Findings

Analyses of the data collected with the instruments described in the previous section are reported in the present section.

1. Attendance

Insofar as this project was implemented in inner-city ghetto areas, it had been anticipated that attendance may well have been poor owing to the presence of myriad social problems frequently associated with weak school/home relationships. At the inception of the program, this fear was borne out by a median initial attendance of 10.5 pupils out of the expected number of twenty. Moreover, on the first day, only three of the ten centers had a full roll of twenty, the remaining seven schools having an average roster of just over six students, with two centers being totally devoid of children.

As can be seen in Figure 2, attendance, in the main, did stabilize at approximately seventeen students by the second week of meetings. The precipitous drop at about the one-third point of the graph is a reflection of the gradient of effect of the Independence Day recess on the days surrounding it.

Since there was considerable variance in the attendance among schools, attendance subsequently was considered

to be an independent variable in the evaluation of other dependent factors. Correlations between attendance information and various other data appear in subsequent sections of this report.

2. Contacts with Parents

While this form was segmented to identify specific media of contact, the responses received still yielded relatively molar views. For example, the category "letter" contained such things as permission slips and various operational forms as well as spontaneous missives which it was the intent of this form to detect. Perhaps in the future it would be wise to redesign this form with an eye to refinement in this respect.

While no formal analysis was performed to document it, visual inspection of the data indicated that contacts were usually "new," meaning they were not attributable to updated contacts on "trouble" cases. Table 1 shows the frequency of contacts with parents collapsed across schools. As seen in Table 1, the "letter" and "school visit" categories far outshadow all other media of contact, with the "phone call" ranking next, followed by the "home visit" and finally the "group session."

To further clarify Table 1, it should be added first that the group session category was decidely low in all but one week, week five, and in that case, is falsely inflated by a large contribution in one center. Thus, it would be accurate to conclude that group sessions were, in effect, not employed.

Home visits, it will be noted, appear to decrease across time. This is most likely due to the fact that many more home visists were made necessary early in the program to combat the attendance problems already discussed in this report. As attendance increased, home visits decreased.

The category of "letters" it has already been mentioned, was subject to considerable contamination from the assorted permission slips and other operational correspondence

common to schools. As such, it is felt that the category was artificially inflated beyond the purpose it actually served.

The two categories remaining in want of explanations are "phone calls," and "school visits." In the category of "phone calls," initiation appeared to be on the part of the teacher for purposes of information gathering. "School visits," on the other hand, were perforce initiated by the parents. In the explanation of these two categories, the "comments" column of the contact form proved quite valuable. One finding disclosed by teacher comments here was that a considerable number of parents made school visits not to solve the usual behavior problems associated with "acting out" in school, but rather to find out more about the program, how to help their successful children make still better adjustments, and to come forward for volunteer work.

To summarize the findings presented in Table 1, it can be said that the parents of the children in this program, in fact, did show an active interest in school-home relationships. If only there were more such avenues as this to establish healthy relationships early in children's school careers, we might see interest multiply through the child's school years, nourished by a substantial beginning.

Table 2 displays the total number of contacts per week, collapsed across the various types of contacts, and demonstrates differential activity at various schools. Schools which do not appear in Table 2 either did not return these data or returned them in a form that was not compatible with the format employed in the analysis.

The first most immediately obvious findings in Table 2 are the row means which show considerable variation among schools. Unfortunately, no path was provided by this evaluator to ascertain the causation of these differences; and, as a result, any further explanation necessarily would be conjecture.

It should be mentioned that what a teacher was willing to classify as a "contact" varied from school to school. For example, at some schools the permission

slip preceding a field trip -- and all centers took a field trip -- qualified as a "letter" and as a "school visit" (the bringing of the child to the bus). For this reason and others, these data are somewhat suspect. In the future, it would be wise to present guidelines for minimal criteria for category inclusion if this facet of the evaluation is continued.

The column totals for Table 2 show no trend of interest save the drop in week three, which is quickly dismissed as being due merely to the presence of the Independence Day holiday in that time period.

A further analysis which is of interest is a comparison between the mean number of contacts per week and the mean daily attendance. The correlation between these factors was 0.68 and approached the traditionally accepted level of statistical significance ($p < .10$). This trend implies that parent-school rapport, as reflected in contacts, is a factor in promoting increased attendance.

3. The Social Work Component

The two social workers assigned to the project were originally slated to work closely with teachers in an effort to identify pupils and parents who needed special assistance in solving school-related problems. As conditions unfolded, however, the social workers served an additional vital function--that of recruiting pupils.

In some schools, as outlined in the attendance section of this report, the first day of the activity's implementation found many schools without pupils, or with only very few. The social worker, accompanied in some cases by the teacher, then canvassed the neighborhood for potential students. While this added effort ultimately brought most schools close to the planned level of participation, a number of centers were plagued with attendance problems throughout the project period.

Once the initial recruitment difficulties were overcome, attendance continued to be a problem, but was dealt with by the social workers in terms of the underlying cause of the absence (e.g. lack of shoes, health problems, etc.). As a result, the activities of the social workers,

as reported in this section, do not reflect attendance problems as a "symptom," but rather deal with the underlying causation. Table 3 shows the proportion of time spent by the social workers in their various activities. These data are reported verbatim as compiled by the social workers themselves.

Unfortunately the information included in this section was only that information provided by the social workers themselves. While a more precisely itemized accounting of the services rendered might have afforded a more detailed profile of the problems being faced, this more exact accounting was not a usual inclusion in the files of the social work department. It is recommended here that a more specifically coded method of recording be investigated and adopted.

4. Health Services

Many of the comments to be made in this section more appropriately would be in a later section dealing with management and control. However, in order to properly explain the rationale of various analyses performed here, these thoughts are included at this point.

Lest the reader lose sight of the intention (as regards health care) of the Title I funded proposal, it should be restated here that the preschool pupils were to be prepared to enter school by being given their mandatory immunizations. While to have approved a proposal including this facet of health care, the funding agency must have deemed the proposed immunizations a valuable contribution, that approval did not in any way gainsay the value of meeting other pressing health needs. At the local level, however, health services personnel felt that dental care, rather than immunization, was the singularly exigent health need in this population. This may be, and probably is, true. The existence or nonexistence of widespread dental caries notwithstanding, however, the fact remains that the proposed activity called for immunization and immunization alone.

In the pre-project planning sessions, the Health Services Coordinator, confronted with the piece of work before her, seemed to see the Title I project's

health care component as an entree into a group, with the possibility, then, of solving a number of other problems, specifically, dental needs. This evaluator pointed out at that time that it would be laudible indeed if dental needs could be met during the project, but that whatever else did or did not come to pass, our central mission was to see to it that the terms of our contract with the government were met in the single act of immunization. But inasmuch as the job of a Research and Development evaluator goes as far as outlining and highlighting proposals, but stops short of implementation, that one occasion was the only time this writer made any attempt to talk the Health Services Coordinator out of her ostensibly preconceived intentions -- or, rather, to talk her into stressing the behavioral objective of immunization, which objective she had admitted to having viewed as secondary to setting right the dental care privations of the children.

Thus far, the present section has advanced information which will answer the reader's question of why so many services are reported here when only immunization was called for originally.

Analysis of the health records began with the compilation of the health program control sheets. To do this, a simple tally was made of the various codings (OK, R, RC, or blank) which indicated how far along in the completion process the various tests or services were. See Appendix D for a specimen form with code explanations.

Code sums were collapsed across schools when, though visual inspection, it was decided that there were no appreciable between-school differences in the various coding totals.

While there were some differences among the first four columns comprised of various medical evaluations and tests, these differences were of little interest, so the data were collapsed across these columns. The same was true in the case of the four types of immunizations. These combinations left three column headings: (1) Medical (including the first four columns of the original control sheet); (2) Dental (column five of the original form); and (3) Immunization (including

the last four columns of the original sheet). The mean frequencies in the columns just described appear in Table 4.

Briefly, the sequence of actions through which the data comprising Table 4 were accumulated were as follows: the health aide transferred codes from the child's health record card to the control sheet. At that point, only two code entrees would have been possible: Blank (nothing had been done) or "OK" (it had already been completed). The "OK" codes, it should be clear, were then as they are now. The Blanks, however, were much larger before the project since the "R" and "RC" codes were also blanks at that time. Table 5 is a reconstruction of the control sheet status before this project's services had been added.

Of the three categories of services, Immunization had been given the most attention (by parents, social workers or someone) prior to the Title I efforts. The claim is documented in the first row of Table 5 where the mean number of blanks per center is lowest (8.56) of the three cateogries reported. Blanks, it will be recalled, connote a lack of attention. That attention had been given to immunizations is also reflected in the second row of Table 5 where the mean number of "OK" codes per center is the highest (13.05) indicating the highest level of completion among the three classes prior to the Title I contribution to the services' completion.

The frequencies of Table 5 were the data facing the Health Services personnel at the outset of their job. The frequencies of Table 5 show what had been done about the students' health needs before the Title I endeavors. At this point, then, it will be instructive to look at Table 6 which shows the number of blanks before the program, the number of blanks after the program, and the percent of reduction effected by the efforts of the Health Services Personnel and related medical services.

What Table 6 indicates is that the Health Services personnel met ten percent of the medical needs of the students, seventy-one percent of the dental needs and forty-six percent of the immunization needs.

Given that the sole objective of the Health Services Department should have been the administration of immunizations, it would seem that a forty-six percent rate of decrease hardly meets the objective as stated. Even with a forty-six percent decrease, each center was left with an average of 4.63 students (nearly twenty-five percent) of the children at the center without immunizations.

While one cannot depreciate the value of dental care, it would have seemed that the main objective of this endeavor, namely immunizing, would have been met more satisfactorily than forty-six percent before other objectives were met. In fact, it would seem that all students would have been immunized before any were given dental care.

It might be, on the other hand, that the initial need state of the Immunization category (at 8.56 blanks) represented a lesser demand than the 10.20 average of the Dental Category. If this reasoning is to follow, however, one is compelled to explain why the Medical services, having a mean pre-project frequency of 10.89 blanks (greater than either of the two other categories) still had 90 percent of those needs unmet at the end of the summer.

5. Teacher Observation Pupil Survey (TOPS)

The Teacher Observation Pupil Survey (TOPS), as described in a previous section, is an instrument designed to measure social behavior. The social behaviors to be assessed were observed in the early part of the project and again at the end to measure growth.

Table 7 shows the mean scores on the twelve behaviors as collapsed across sex and schools. It was reasoned that since the behaviors involved can all be subsumed under the unitary rubric of "socialization," scores could be collapsed across the twelve items to yield a single score. The difference between the pre and post scores collapsed in this manner was significant at the .001 level. A similar test was performed on the two sexes separately as well yielding a .001 level of significance.

Table 8 shows the mean daily attendance and the mean percent of improvement on the TOPS. These two factors correlate 0.49 with each other, a correlation which, while not statistically significant in the traditional manner, does suggest a definite trend. This trend implies that increased attendance accompanies increased TOPS gains, a relationship which is logical since additional social contact reasonably would foster social growth.

6. Behavioral Objectives

In Table 9 descriptions of the objective have been shortened as dictated by space considerations; a full statement of the objectives appears (Behavioral Objectives) in a previous section (Rationale) of this report.

Table 9 shows the mean number of students, collapsed across schools, capable of performing the skill in question at the pretest (in the second week of the project) and at the posttest (during the last week). Also included in Table 9 is the attained percentage of total improvement possible represented by the pre and post figures and the number of schools where all children possessed the skill in question at the outset of the program.

As can be seen in Table 9, the proportion of possible improvement actually made was notably high in most cases, implying a high degree of effectiveness. It should also be noted, however, that the number of children possessing some skills in advance was also high in many cases, leading to the suggestion that some of the objectives be re-examined before they are included again in the future. For example, objective 2 a1, "Clap Hands," improved 60 per cent of the amount of improvement possible. This might seem a laudable performance level, but further inspection shows it to be spuriously high due to the operation of a "ceiling effect" in the data. Essentially, what this means is that the mean improvement of 60 per cent is due to a rise from 17.7 to 18.4 students, a small gain very near to the total possible of 20. By comparison, objective 1a showed a percent-possible improvement of 58.1 per cent, but this was accomplished by an increase from 7.6 to 15.3, certainly a more impressive augmentation than the gain of 0.7 students in objective 2 a1.

Another feature of the method of data presentation employed here is column four which shows the number of schools showing total proficiency at the outset. To return to the two objectives discussed above, it is seen that mastery of objective 1a was present in only one school at the outset whereas objective 2a was satisfied by 7 of the 10 schools.

To complete the analysis of the two objectives selected for demonstration, it should be concluded that objective 1a was a good objective, present at the outset in only one school and performed by 7.6 students at the pretest. In other words, it was, to begin with, a "need area." Owing to the program, the number of students capable of performing rose to 15.3, an improvement of 58.1 percent resulting in nearly full performance. By contrast, again, objective 2 a1 rose a similar proportion of the potential gain, but had a comparatively less valuable contribution to make: seven of the ten schools demonstrated proficiency before the program with an average of 17.7 students capable of the action in question. In fact, the number of students proficient in objective 2 a1 is higher at the outset than objective 1a was at the conclusion. What this tells us is that objective 2 a1 was not a fertile area for growth.

If the remaining objectives are analyzed by the reader in the manner employed here to analyze objective's 1a and 2 a1, it will become clear that there was considerable variation in the appropriateness of the objectives as reflected by columns one and four of Table 9, where high values indicate high pre-project proficiency and low appropriateness respectively.

Column two, the post program value should be tempered with what value appears in Column one in that a high post value is impressive only insofar as it represents an appreciable improvement over the pre-project values. Apropos of this caveat, a partial correlation was computed removing the effects of Column one, the pre-project value. The resultant partial correlation of column two and column three with column one partialed out was 0.73 ($p < .01$) which means that high post values are associated with high percentages of possible improvement irrespective of pre-values.

Another partial correlation was performed correlating column one and column three with the effects of column two, the post value, removed. This correlation was -.36 ($p < .05$) indicating that low initial scores are associated with high percentages of potential gain. This is a significant statement in the evaluation of this phase of the project because it essentially says that effectiveness was high.

Column five of Table 9 shows the level of significance for each of the objectives individually. Two-thirds of the objectives reached traditionally-accepted levels of significance, again suggesting that the majority of the program's objectives were met satisfactorily, but that a number still left something to be desired. In this connection, it should be added that those objectives which were not satisfactorily met were those objectives in which children were proficient in advance of the project. This is to say that where there was room for growth, growth was obtained.

7. Evaluation by Staff

At the end of the project, the professional staff members were sent an evaluation questionnaire, a copy of which appears in Appendix G.

Table 10 shows that responses were favorable in all instances.

IV. MANAGEMENT AND CONTROL

A. Availability of Advance Information and Funding

The earliest the federal funding office will accept a grant proposal is 1 February. The FY 1972 summer application for federal assistance was signed on 31 January. Therefore, if any delay in funding were to have occurred it certainly would have had to have been somewhwere other than at the local level. The grant was approved on 2 March and the program was begun.

By the time this Research and Development evaluator reached the project in the latter part of May, plans were already well underway in most facets of the project.

B. Recruiting and Staffing

The staffing of this project, except for some unforeseeable attrition, was effected without incident.

The recruitment of participants, however, did not run quite as smoothly. Several centers, in fact, never did bring their rosters to the planned size of twenty pupils.

C. Were the objectives, as stated, really pursued?

Whereas a chain is usually only as strong as its weakest link, this program was able to overcome a number of unfortunate occurrences as a result of the teachers' steadfast adherence to the guidelines of the project. The objectives were always central to all that was done.

D. Were materials and supplies readily available?

Needs for equipment, materials, and supplies were anticipated well in advance of the project's commencement. An attempt was made to assess the stock of items already on hand and to augment these rather than to purchase things which would later prove superfluous.

E. Communication

Both before and during the operation of the summer preschool, there was set up a fine system of communication which was enhanced greatly by the roving schedules of the health aides, social workers, and supervisors as well as the coordinator herself. These people, by traveling among the various centers assigned them, were afforded an overview which permitted them to gain a sense of where each center stood in relation to the others. Having unifying elements in rotating persons, the teachers were not as susceptable to the myopia and tunnel vision which might have resulted had the centers operated in relative isolation.

F. Record Keeping

As was discussed in an earlier section of the present report, it had been deemed wisest to have teachers themselves

do the lion's share of the record keeping rather than introduce additional persons into the center. Accordingly, the Research and Development evaluator, along with supervisory and operating personnel, had preservice sessions dealing with proper methods of data collection.

The vast majority of the teachers and aides were quite conscientious in executing these tasks, but there were some who left large numbers of records until the very end and were faced consequently with near insurmountable tasks which they necessarily performed inadequately.

While those teachers who were remiss in this respect were most directly responsible for this shortcoming, this evaluator must also shoulder a portion of the responsibility in that he should have checked the records more frequently rather than trust to the long-range accuracy of the teachers who were less well versed in research methodology than he.

Social workers and health aides should have record-keeping methods which better represent the nature of their work.

V. RECOMMENDATIONS

Based on the observations of the Research and Development evaluator and the project staff, the following recommendations are tendered.

A. The funding application should be submitted and approved in early spring as it was this year to ensure once again sufficient planning time.

B. Retain and revise the handbook developed for use in this year's project.

C. Consult specialists to ensure the appropriateness of objectives. This will avoid the unfortunate circumvention of misguided objectives as occurred in the health services.

D. Retain the same lucid style of straightforward objectives.

E. Recruitment should be begun earlier and include a number of waiting list students to compensate for the attrition which plagued this year's program.

F. Available equipment should be identified in advance to maximize the appropriateness of expenditures as they were this year.

G. Transportation funds should be made available for all activities away from the school.

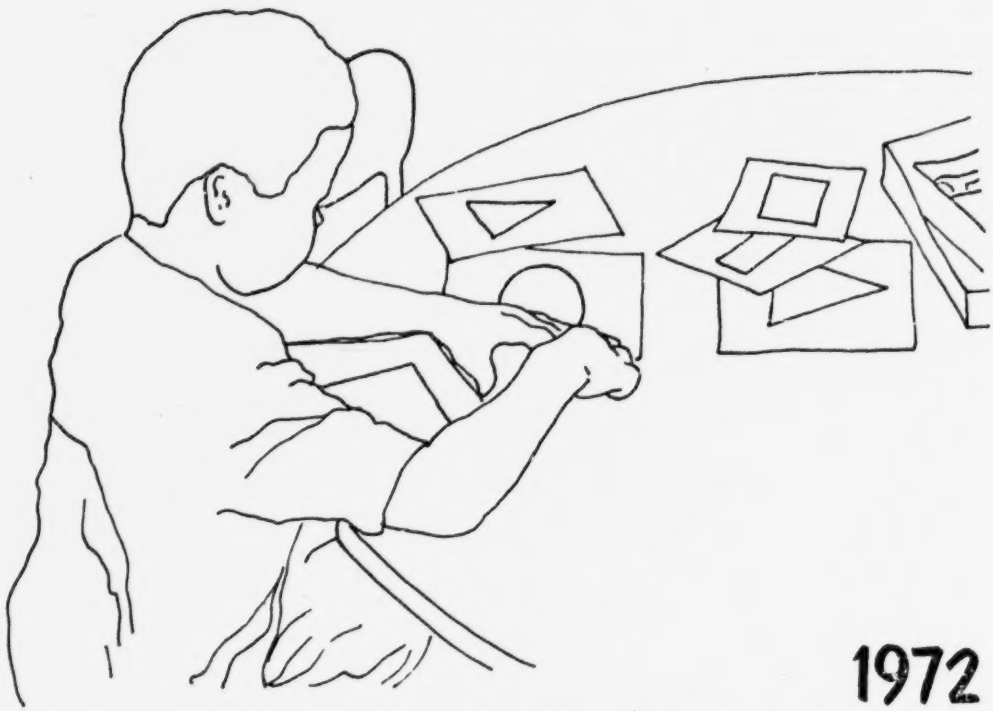
H. Efforts should be made to involve more actively still the parents, who, in this project, showed a healthy interest in the program and in the education of their children.

I. Contacts should be made again with local universities to make available low-cost or free services of trained intern teachers.

APPENDICES

APPENDIX A

THE HANDBOOK



1972
Objectives and Suggested Activities
Prekindergarten Summer Program

OFF TO A GOOD START

The direction in which education starts a man will determine his future life.

. . . Plato

The purpose of this Summer Guide is to help you get off to a good start in providing activities designed to develop pre-reading skills for the pre-kindergarten children in your class.

The information and activities included in this guide are included as suggestions to help you in planning your program.

Be creative and flexible as you consider the individual needs of each child so that the summer may be an enjoyable and worthwhile experience

ACKNOWLEDGMENTS

The following suggested activities for meeting the objectives stated in the 1972 Title I Summer Proposal for Prekindergarten were developed by the following Prekindergarten Teachers:

Patricia Abbott, Grant Park Primary
Janice Cooper, Luckie
William R. Egan, Grant Park Primary
Roberta Lanier, M. Agnes Jones
Ruby Mitchell, Crogman
Katherine Padgett, Pitts
Marilyn Rohald, English Avenue Primary
Sara Singley, Cook
Barbara Williams, Ware

OBJECTIVE ONE

All participants will develop skills in social behavior such that proficiency may be observable in the following situations:

A. The pupil will be able to give the first name of at least three of his classmates.

Activities

1. Teacher or aide should greet each child individually by name as he enters the classroom.

2. Play a game to find out who is here.
   Teacher says: *Is (child's name) here touch your nose - touch your nose*
   Is (child's name) here clap your hands - clap your hands
   Child who is named responds with the appropriate action. Later, may be asked to respond by saying (child's name) is here.

3. When the group comes together: Using the tune, *Where is Thumbkin?* Teacher sings: *Where is (child's name)?* Child responds appropriately according to the words of the song.

4. Play a similar game during music time using the songs: *Get on Board* and *John Brown*

5. Talk with small groups about pictures, books, etc. Call the child's name when you are talking to him.

6. Work with small group in block building corner. Let each one choose a partner by name to work with if he would like to do so. Call the child's name when you speak or talk to him.

7. Role Playing in Housekeeping corner. One child play the role of mother or father. Other pupils play the role of the children in the family, using their own names.

8. When you give out anything, say the child's name. *Here is one for (child's name).*

9. One or two children go out of the room or hide while the rest close their eyes. Other children tell who went out.

10. Play circle games - Child tells whose hand he is holding on each side.

11. Choose a partner - One child moves around the circle (walk, run, jump, etc.). When the music stops child chooses a partner - must name his partner. Teacher controls music.

12. Play name game - Teacher: *My name is (teacher's name).*
What is your name?
Pupil: *My name is (child's name).*

B. Following three weeks of participation in the program, the pupil will be able to tell his teacher's name when asked.

Activities

1. Greeting pupils - *Good morning (child's name).*
I am Mrs. (teacher's name).

2. Play name game - *My name is (teacher's name).*
What is your name?

3. When pupils address you, request that they call you by name. If they don't know your name - tell them.

C. Following five weeks of participation in the program, the pupil will be able to take a visitor to the school office.

Activities

1. Tour building during first week of school. Repeat the tour more than once. (bathroom, cafeteria, office)

2. Whenever you pass the office with the group point out this is the office or ask the child, *Who can tell me what we call this room?*

3. When sending reports, etc., to the office, let a child take it and you accompany him. This will make him feel important, make him feel that he has to remember where the office is. I feel after three or four times he will be able to go to the office alone, unless the office is located too far from the room.

Resources

Equipment

Tape Recorder (reel to reel or cassette)
Language Master

Records

1. *Learning Basic Skills Through Music, Vol. I*
What Is Your Name?
Purpose - To teach children to say their names and to help teachers become acquainted with each other.

2. Concept Record - *I am Me*
Purpose - To teach each child he is an individual: *I am Me* and *You are You*. Make pupils aware of fact that each person has a name.

3. *Who's That Knocking at My Door?*
   Purpose - Use to encourage children to use the names, both first and last, of the children in the group.

Puppets

May be used to stimulate language development. Encourage the child to have the puppets ask the name of other members of the group and let the puppets talk to one another.

Rhymes and Songs

Here is a Ball

Here's a ball for (child's name)
Big and soft and round
Here is (child's name) hammer.
O, how he can pound!

Here is (child's name) music (clap hands)
Clapping, clapping so!
Here are (child's name) feet
Marching in a row!

Here is (child's name) horn!
Toot - toot - toot! Too-too!
Here's the way that (child's name)
Listens carefully to you (cup hands behind ear).

Here's the way that (child's name)
Plays the big drum
Boom, boom, boom.
Here's the way that (child's name)
Jumps up and down
And then sits down.

John Brown

(Substitute child's name for John Brown)

John Brown had a little Indian.
John Brown had a little Indian.
John Brown had a little Indian.
One little Indian boy.

Get on Board

I know a girl and there she sits,
(child's name) is her name.
I know a girl and there she sits,
(child's name) is her name.

Get on board, little children,
Get on board, little children,
Get on board, little children,
There's room for many a more.

What's my Rhyme

Take a few minutes to compose a rhyme using a child's name.

Ex. My name is Hugh. I like blue.
My name is Dave. I live in a cave.
My name is Ruth. I tell the truth.

If the child's name is too long to properly rhyme, use a nickname.

Elizabeth make like the rhyme.

Call me Liz. I'm a whiz.

Tune: *Where is Thumpkin*

Where is (child's name)
Where is (child's name)
Here I am
Here I am
How are you today, (sir, miss)
Very well, I thank you.
Run away, run away.

OBJECTIVE TWO

Pupils will demonstrate proficienty in the following motor skills:

A. The pupils will be able to imitate an action that has been named and modeled by the teacher.

Activities

1. To identify parts of the body the teacher touches different parts of the body and says, *This is my head: touch your head.* Continue using other parts of the body.

2. Hands on Shoulders

Hands on shoulders, hands on knees,
Hands behind you, if you please,
Touch your shoulders, know your nose,
Now your hair and now your toes.

Hands up high in the air,
Down at your sides; now touch your hair;
Hands up high as before,
Now clap your hands, one, two, three, four.

3. I Sit Down

I sit down, then stand up
And clap both my hands.
I put my foot forward
And right back again.

I raise my arms high
And I clap both my hands.
I stand up quite tall
And then sit down again.

I sit very straight
With both feet on the floor
I fold my hands this way
And look at the door.

I look at the ceiling,
I look at the wall,
I look at my teacher,
And stand up tall.

4. Relax

Close your eyes, head drops down.
Face is smooth, not a frown.
Roll to left, your head's a ball!
Roll to the right, sit up tall.

Lift your chin, look and see.
Deep, deep breath, 1, 2, 3.
Big, big smile, hands in lap.
Make believe you've had a nap.

Now you've rested from your play
Time to work again today!

B. The pupils will be able to participate in activities involving gross motor skills when directions are given by the teacher or by a recording.

Activities

1. *Hop, Hop, Hop*
Find one foot and hop, hop, hop!
When we're tired we stop, stop, stop.
Turn around, and count to ten
Find a foot and hop again!

2. Stretch

I stretch and stretch and find it fun.
To reach and try to touch the sun.
I bend and bend and touch the floor.
'Til muscles in my legs get sore.

3. Use a large ball.

   a. Sit in a circle, the children roll the ball from one to another.

   b. Standing in line, the children pass the ball from one to another.

4. Follow-the-Leader. This can be played as a circle game, marching or walking game. One child is picked to be the leader and everybody else must do what he (she) does.

   a. Teacher prepares obstacle course. Follow leader through the obstacle course.

5. What can you do? The children form a circle with one child in the center (it) who moves his pointing finger around the circle saying, *One, two, what can you do?* As he says, *do*, the child to whom he is pointing should answer, *I can hop*, (or any locomoter activity). "It" then says, *Hop, hop, until I say stop.* All the children then hop until "It" calls, *Stop.* The child who chose the activity then becomes "It" and the game proceeds as before.

6. Use balance beam.

7. Give several children inflated balloons - keep balloons from falling to the floor.

Resources

Record

1. Rhythm Record - *Physical Fitness for Pre-School Children No. RRC-703*
2. Rhythm Record - *Action and Imitative - No. RRC-103*
3. *Folk Dancing for Kindergarten - Early Primary Grades No. 1026*

Curriculum Guide

Atlanta Public Schools - *Children in Action* - K–3
Balance beam activities, P. 104.

OBJECTIVE THREE

Pupils will show a significant improvement in self-concept as demonstrated by the following:

A. Saying his first and last name when asked, *What is your name?*

Activities

1. Use child's full name when greeting him in the morning.
2. As children line up for change of activity, they must do so as teacher states their first and last name. If teacher says first name only, child should not move.
3. Teacher states first name, child completes with last name.
4. Subsequently, teacher simply points to child who states full name before joining line.

5. Activities under Objective One, Section A, may be adapted, attaining this objective.

B. Pointing to his nose, mouth, eyes, and ears when directed by the teacher.

1. Use pictures or mannequins from Peabody Language Kit (if available).

2. *Simon says, Touch your toes*, etc.

3. These songs, recordings of which are available in most pre-school classrooms, can be used: *Put Your Finger in the Air; Dry Bones; Hokey Pokey; Head, Shoulders, Knees and Toes; Wash Song* (Sesame Street); *Clap, Clap, Clap Your Hands.*

4. Use full length mirror so children can see themselves. Encourage them to talk about what they see.

Suggested Books

There are many books which should be helpful in developing self-concept and skills in social behavior. Some are listed below with a comment on the social theme. Many of these should be available in your school library.

Bishop, Claire, and Weise, Jurt. *The Five Chinese Brothers.* People possess different abilities and each is unique in his own way.

Lionni, Leo. *Frederick.* To help children recognize and appreciate uniqueness in individuals.

Keats, Ezra *Peter's Chair.* Peter feels rejected when a new baby sister comes into his home. The story tells how Peter is made to feel important in his family again.

Brothers Grimm. *The Shoemaker and the Elves.* The elves help the poor shoemaker because he needed help.

Zolotov, Charlotte. *The Quarreling Book.* Shows effects of one's actions on feelings of others.

Udry, Janice. *Let's be Enemies.* Two boys who used to be friends are suddenly enemies. This continues until a common interest makes them forget their quarrel, and they become friends again.

Schlein, Miriam. *The Elephant Herd.* Two little elephants decide they are big enough to be a herd of their own. Not until they are in mortal danger do they discover that they not only need the herd, but that the herd needs them as well.

Potter, Beatrix. *The Tale of Peter Rabbit.* Peter discovers the unhappy consequences of his irresponsible behavior when his mother leaves him on his own.

Piper, Watty. *The Little Engine That Could.* The Little Engine didn't look strong enough to push the train full of toys over the mountain, but with the positive attitude, *I think I can*, it proceeded to try, and the children in the village received their toys.

Keats, Ezra. *Whistle for Willie.* Lesson in perseverance. Little boy keeps trying and finally learns to whistle.

Ets, Marie Hall. *Just Me.* Lesson is to be satisfied with one's self.

Bailey, Caroly. *The Little Rabbit Who Wanted Wings.* Little rabbit comes to realize after some unhappy experiences that he is happier being himself than someone else.

Gramatky, Hardie. *Little Toot.* The irresponsible behavior of Little Toot made all of the other tugboats mistrust him when he decided to reform. Not until he assists a sinking ship does Little Toot prove himself and take his rightful place as a respectable tugboat.

Anglund, Joan, Walsh. *What Color is Love?* The world is made more beautiful by the colorful flowers, trees, and animals that share in harmony together. People are different colors, too, and sometimes they live happily together.

OBJECTIVE FOUR

Pupils will be able to demonstrate proficiency in the following perceptual skills:

A. When given the name of an object in the classroom, the pupil will be able to point it out.

Activities

1. *Show Me* - record by Hap Palmer.
2. Describe object and uses of object and have child guess what it is.
3. Everything Has a Name. Give child a picture of an object in in the classroom and have child stick picture of the object on the object (have piece of tape already on back of picture). Also, the verbal command is, *This is a picture of a desk: Johnnie, can you find the desk?* (chalkboard, chair, record player, etc.)
4. Classify objects in the room. Example: Music Corner, Housekeeping Corner, Science Corner, etc. Take objects from all over room and see if child can put it back in proper place. (Example: a tamborine in the instrument box.)

B. When shown a card of a particular color, the pupil will point to a card of the same color and name it.

Activities

1. *Color Cubes and Patterns* - Match color cubes with a pattern made on a piece of heavy paper. Start with two of the primary colors (red, yellow, blue).

2. *Egg Carton and Pegs* - One-half egg carton with each section (six sections in all) painted a different color (red, blue, green, yellow, orange, and purple). Give the child the egg carton and a box of assorted colored pegs and have him match the correct color peg with the same colored section.

3. Mixing paint to get another color. Give child two colors and let him mix it together with a paint brush either at the easel or at table.

   Example:

yellow and red	=	orange
blue and red	=	purple
yellow and blue	=	green
red and white	=	pink
black and white	=	gray

4. Paint or color with a particular color stressing the name of the color.

5. Color chips (or beads or pieces of paper, etc.). Seat children in semicircle. Have color chips placed in a box or bag. Go to each child and have him count out three different (at beginning teacher counts the chips) colored chips. You pull a color chip from the bag and hold it up. Say, *Everyone who has a blue color chip like this one skip (hop, jump, walk backwards, run, etc.) to me and put chip in bag.*

6. Color chips (paper or beads). Each child has a chain of different colored chips (or stack paper). Name the color of the chip as you place on floor in a row approximately 12 inches apart. Have children disassemble chains. You point to or stand by the first color chip in the row and have the children find their chip of the same color and put in a stack. Name colors in complete sentences. Example: *These are red colored chips.*

7. Use attribute blocks - Make a set of red shapes.

8. Cut out green objects in magazines and paste on a piece of paper.

9. Use Language Master - Card with color on it.

C. When shown a card of a particular shape, the pupil will point to a card having the same shape. (circle, square, triangle)

Activities

1. Color Shapes - Then move on to cutting out shapes.
2. Draw very large shapes in air and/or chalkboard.
3. Use sandpaper shapes to feel.
4. Use Language Master - Card with shape on it.
5. Place large shapes on the floor and give child directions to *hop to the triangle, walk to the circle, etc.*
6. Using a heavy pattern, have child draw around large shape then color and/or cut out.
7. Give each child a piece of paper and a pair of scissors. Have them cut out different shapes if they can - this is with no pattern and you doing it with the children so they will follow your example. You might precede this with tearing out the shapes and then move on to using the scissors.
8. Use a long piece of yarn with the ends tied together and have children make as many shapes with it as they can.
9. Find different shapes in the room. Example: door - rectangle.

Resources

Record

Show Me - Hap Palmer

Film

A Wheel is Round - Film

Equipment

Language Master

OBJECTIVE FIVE

Proficiency in the cognitive area will be such that pupils will be able to perform the task described below:

A. Given a situation where each of his classmates needs one object, the child will be able to distribute the objects so that each of his classmates has one.

Activities

1. Placing milk cartons, napkins, utensils or food items in front of each pupil during snack, breakfast or lunch.
2. Placing straws next to milk cartons so that a one to one correspondence exists with these items.
3. Placing a cup on each saucer in the doll corner during a play "tea-time" activity.
4. Distributing art materials during art activities, (e.g. placing a ball of clay in front of each child sitting at the clay table, or giving each child a pair of scissors to cut with, or giving each child a box of crayons to use, or placing one paint-brush in a different colored can of paint) when appropriate to do so.
5. On the playground, giving each child a jumprope and/or a ball.
6. Using flannel board figures or real items have children match a shoe for each foot pictured, or a ring for each finger, a belt for each child with belt loops, a hat for each head, or a handkerchief for each pocket.
7. Later children can learn to match pictures of animals and their silhouettes, parquetry blocks and parquetry block designs, beads and bead designs, pegs and peg designs, etc.

OBJECTIVE SIX

Involvement of parents and staffs of health centers will be such that each pupil will have completed the immunizations required for the child to enter school. Exceptions will be only those pupils who have physical problems which may prevent this service.

This objective will be met through the cooperation of the health aides assigned to the program, the classroom teacher, teacher aide, social workers, and parents. One of the major facets of this objective is to involve parents as much as possible in becoming aware of and providing available health services for the children. Appointments will be made at the Community Health Center for children who need immunizations, as well as appointments for dental care and profilaxis. The role of the classroom teacher and aide will be to make these experiences as pleasant as possible for the children.

APPENDIX B

ATTENDANCE FORM

School _____

Teacher _____

TITLE I SUMMER PRESCHOOL
RECORD OF ATTENDANCE

NAME	June M 19	June T 20	June W 21	June Th 22	June F 23	June M 26	June T 27	June W 28	June Th 29	June F 30	July M 3	July T 4	July W 5	July Th 6	July F 7	July M 10	July T 11	July W 12	July Th 13	July F 14	July M 17	July T 18	July W 19	July Th 20	July F 21	July M 24	July T 25	July W 26	July Th 27	July F 28	Student Total
1.																															
2.																															
3.																															
4.																															
5.																															
6.																															
7.																															
8.																															
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10.																															
11.																															
12.																															
13.																															
14.																															
15.																															
16.																															
17.																															
18.																															
19.																															
20.																															
DAILY TOTAL																															

B-1

6/5/72

RETURN TO: F. S. Kopp at Research and Development at end of Program
(by July 29, 1972 if possible)

APPENDIX C

PARENT CONTACTS

TITLE I SUMMER PRESCHOOL
RECORD OF CONTACT WITH PARENTS

For Week of _____

School _____ Teacher _____

Parents	Child	Phone Calls	Group Session	School Visit	Home Visit	Letter	Comments, Explanation, or Other Contact
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

RETURN TO: F. S. Kopp at Research and Development at end of Program
(by July 29, 1972 if possible)

6/5/72

APPENDIX D

HEALTH PROGRAM CONTROL SHEET

HEALTH PROGRAM CONTROL SHEET

NAME OF HEAD START CENTER

CLASS

Sheet of Sheets

YEAR

(Use the code indicated at the bottom of the page when completing these columns.)

NAME OF CHILD	TESTS					MEDICAL EVALUATION	DENTAL EVALUATION	IMMUNIZATIONS				FUTURE CARE		
	TUBERCULIN	HEMATOCRIT HEMOGLOBIN	HEARING TEST	VISION TEST	URINALYSIS			D. P. T.	POLIO	SMALLPOX	MEASLES	MEDICAL	DENTAL	FUNDS

D-1

The following code should be used:

	Space is to be left blank until evaluation or test is performed
O	K — If evaluation or test has been performed and no referral required enter O K in the spaces.
R	If evaluation or test has been performed and referral for treatment is required enter an R in the first space in the column.
R	C — When treatment has been given and no further remedial action is required enter a C opposite the R.

APPENDIX E

TEACHER OBSERVATION PUPIL SURVEY (TOPS)

TEACHER OBSERVATION PUPIL SURVEY (TOPS)

Child's Name _____ Sex _____

School Name _____ Teacher _____

Directions: Listed below are activities in which prekindergarten pupils are usually engaged. After observing an individual child perform these activities, score according to your opinion whether or not he successfully performs an activity.

If you have not observed the child perform a specific activity, circle (1) in the appropriate item column. If the child, in your opinion does not perform the task successfully, circle (2) in the appropriate column; if he sometimes performs the task successfully, circle (3) in the appropriate column; and if he usually performs the task successfully, circle (4) in the appropriate column.

Checklist: Social Behavior	1st or 2nd Week				Last Week			
	Not Observed	No	Sometimes	Yes	Not Observed	No	Sometimes	Yes
1. Cries when mother leaves in morning.	1	2	3	4	1	2	3	4
2. Takes care of own clothing needs (buttons, zippers, etc.)	1	2	3	4	1	2	3	4
3. Takes care of personal bathroom needs.								
4. Gets materials needed for work or play	1	2	3	4	1	2	3	4
5. Puts material back in place.	1	2	3	4	1	2	3	4
6. Accepts and carries out responsibility	1	2	3	4	1	2	3	4
7. Shares appropriately with others	1	2	3	4	1	2	3	4
8. Abides by group-established rules (when going on a trip, playing a game, other).	1	2	3	4	1	2	3	4
9. Receptive and expressive participating in group discussion	1	2	3	4	1	2	3	4
10. Talks informally to others (peers, teachers, other adults).	1	2	3	4	1	2	3	4
11. Shows consideration for others (takes his turn when playing, asks others to let him play with them, offers to help others, and invites them to play with him)	1	2	3	4	1	2	3	4
12. Has good table manners	1	2	3	4	1	2	3	4

RETURN TO: F. S. Kopp at Research and Development at end of Program (by July 29, 1972 if possible)

6/5/72

APPENDIX F

BEHAVIORAL OBJECTIVES CHECKLIST

Pre ___ Post ___

Teacher _____

School _____

Student	Sex	Objective (See "Off to a Good Start" - Suggested Activities)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
		1a Peers
		1b Teacher's Name
		1c Office
		2a Imitate Action
		1. Clap Hands
		2. Stamp Feet
		3. Hands on Shoulders
		4. Touch Toes
		2b Gross Motor Skills
		1. Hop - One Foot
		2. Jump - Both Feet
		3. Balance Beam
		4. Roll Ball
		3a Own Name
		3b Face
		Nose
		Mouth
		Ears
		Eyes
		4a Object in Room
		1. Light Switch
		2. Chalk Board
		3. Ceiling
		4. Flag
		4b Colors
		Red
		Orange (ANY THREE SEE SHEET)
		Yellow
		Blue
		Violet
		White
		Black
		Brown
		4c Shapes
		1. Circle
		2. Square
		3. Triangle
		5 Distribute Milk, etc.

APPENDIX G

STAFF EVALUATION

TITLE I
Evaluation by Professional Staff

We need your opinions about the impact of the project so that we can refine the program to increase its effectiveness in the future.

Please respond to the following questions by checking the answers that seem most appropriate for you.

Please do not put your name on this questionnaire.

Project: Youth-Tutoring-Youth; Preschool; Handicapped Campers (Underline One)

Status: Teacher; Aide; Other (Please Specify) _____

Check here ____ if there are comments on back of this sheet.

Mail to: F. S. Kopp, Research and Development

	Definitely Yes	Generally Yes	Neutral	Generally No	Definitely No
1. Do you feel the inservice training (immediately prior to the start of the program) helped prepare you for program implementation?					
2. Do you feel that your preparation began early enough to allow sufficient time for planning? (If the time had been wisely used)					
3. Were the objectives clear to you at the beginning of the program?					
4. If not, did they become more obvious as time passed? (Omit if yes above)					
5. Were the objectives realistic?					
6. Did having very specific objectives make it difficult to work efficiently?					
7. Did having very specific objectives make your planning easier?					
8. Do you think there were enough meetings <u>during</u> the running of the program to allow for planning, revisions, feedback, etc.?					
9. Do you feel the project was well-coordinated					
a. at first? a					
b. by the end of the project? b					
10. Were there enough supplies and materials?					
11. Were the facilities adequate?					

	Definitely Yes	Generally Yes	Neutral	Generally No	Definitely No
12. Were there enough personnel?					
13. Were the pupils who were selected truly in need of this program?					
14. Was the ratio of "school work" to "fun" adequate?					
15. Were supervisory personnel (e.g., coordinator, evaluator, etc.) approachable, helpful, and in frequent contact?					
16. Would you have appreciated the availability of more assistance from technical consultants?					
17. Were there times in the program which were especially difficult for you? If so, explain on back.					
18. Were the health personnel adequate? (Youth-Tutoring-Youth omit this question)					
19. Would you recommend the continuation of this program in the future?					
20. Do you feel pupils made gains they wouldn't have without the program? If so, were these gains personal/social? or academic? Explain on back.					
21. Please use back of answer sheet to add other comments, positive or negative.					

APPENDIX H

LIST OF TABLES

TABLE 1

MEAN FREQUENCY OF CONTACTS WITH PARENTS
COLLAPSED ACROSS SCHOOLS

WEEK	PHONE CALLS	GROUP SESSION	SCHOOL VISIT	HOME VISIT	LETTER
1	2.86	0	8.29	4.29	3.14
2	2.43	0	3.71	.71	4.86
3	1.86	.14	2.14	.43	.14
4	3.00	.71	4.57	.71	8.43
5	1.86	3.43	6.00	.29	5.57
6	1.29	.14	4.29	0	5.14
Mean	2.22	.74	4.83	1.07	4.88

TABLE 2

TOTAL PARENT CONTACTS PER WEEK BY SCHOOL
COLLAPSED ACROSS TYPE OF CONTACT

School	WEEK 1	2	3	4	5	6	WEEKLY MEAN PER SCHOOL
Carey	28	1	1	36	0	27	15.67
Grant Park	26	26	6	30	50	19	26.17
Boyd	15	19	6	7	11	22	13.33
Gilbert	21	12	2	26	30	11	17.17
Ware	2	2	1	7	6	2	3.33
Thomasville	6	13	13	14	20	5	11.83
Blalock	12	10	2	2	3	4	5.50
School Mean Per Week	15.71	11.86	4.71	17.43	17.41	12.86	

TABLE 3

LOG OF SOCIAL WORK ACTIVITIES

ACTIVITY	MEAN PERCENT OF TIME SPENT IN EACH ACTIVITY		
	JAMES JONES	NETTIE WASHINGTON	COMBINED
1. Classroom Visitation	.30	.17	.24
2. Planning Parent Involvement	.07	.11	.09
3. Teacher Conference In Special Problems	.04	.10	.07
4. Casework Services	.16	.27	.22
5. Orientation Faculty-Parents	.04	.03	.03
6. Student Recruitment	.14	.06	.10
7. Breaks-Lunch, etc.	.01	.00	.00
8. Coordinating Conferences (Conversations)	.10	.09	.09
9. Administrative Duties (Record Writing, Paper Work, Pickup Supplies, Materials)	.12	.09	.11
10. Parent-Teacher Group Meetings	.02	.08	.05
TOTAL	100	100	100

TABLE 4

MEAN FREQUENCIES PER CENTER
FOR CONTROL SHEET CATEGORIES

CODE*	MEDICAL	DENTAL	IMMUNIZATIONS
Blank	9.78	3.0	4.63
OK	10.73	11.4	13.05
R	.98	6.1	3.90
RC	.13	1.1	.03
Total	21.6	21	21.6

*See Appendix D for code explanations.

TABLE 5

MEAN CODE FREQUENCIES PER CENTER
BEFORE TITLE I SUMMER SERVICES

CODE*	MEDICAL	DENTAL	IMMUNIZATIONS
Originally Blank	10.89	10.20	8.56
OK	10.73	11.40	13.05
Total	21.6	21.6	21.6

*See Appendix D for code explanations.

TABLE 6

BEFORE AND AFTER REPRESENTATION
OF SERVICES RENDERED

CODE*	MEDICAL	DENTAL	IMMUNIZATIONS
Blanks Before (B_b)	10.89	10.20	8.56
Blanks After (B_a)**	9.78	3.0	4.63
Per Cent of Decrease (PD)***	10	71	46

*See Appendix D for code explanations.

** $B_a = B_b - (R+RC)$ ***$PD = \frac{R+C}{B_b}$

TABLE 7

GAINS ON TOPS

ITEM NO.	PRE	POST	D
1	3.5	3.9	0.3
2	3.6	3.9	0.7
3	3.9	4.0	0.1
4	3.4	3.9	0.5
5	2.9	3.6	0.7
6	3.0	3.5	0.7
7	3.1	3.5	0.5
8	3.1	3.6	0.5
9	2.8	3.4	0.5
10	3.2	3.6	0.5
11	3.1	3.5	0.5
12	2.8	3.3	0.5
MEAN	3.200	3.642	0.500
S.D.	0.338	0.227	0.171

TABLE 8

INTERCORRELATION OF ATTENDANCE AND TOPS GAINS

School	Mean Daily Attendance	Mean Percent of Improvement on Tops
Blalock	16.1	42
Boyd	13.9	69
Butler	20.9	100
Carey	15.5	16
Gilbert	16.4	38
Grant Park Primary	13.3	30
Luckie	15.0	100
Thomasville	14.2	13
Ware	17.4	36

TABLE 9

BEHAVIORAL OBJECTIVES

	Mean N Pre	Mean N Post	Percent of Total Possible Improvement	No. of Schools Proficient in Advance	Significance Level
1a. Peers	7.6	15.3	58.1	1	.01
b. Teacher's Name	9.8	17.6	76.0	1	.01
c. Office	6.8	15.9	68.7	1	.01
2a. Initiate Action					
1. Clap Hands	17.7	18.4	60.0	7	.20
2. Stamp Feet	17.3	18.4	70.0	6	.20
3. Hands on Shoulders	16.7	18.3	76.1	3	.10
4. Touch Toes	17.4	18.4	76.0	5	.10
b. Gross Motor Skills					
1. Hop - One Foot	15.9	18.3	92.5	2	.01
2. Jump - Both Feet	16.8	18.4	85.5	4	.05
3. Balance Beam	12.2	16.2	52.7	4	.10
4. Roll Ball	16.8	18.2	77.9	2	.02
3a. Own Name	16.2	18.2	82.6	3	.02
b. Face	16.9	18.4	76.0	5	.20
Nose	17.9	18.4	60.0	7	.50
Mouth	17.9	18.4	60.0	7	.50
Ears	17.9	18.4	60.0	7	.50
Eyes	17.9	18.4	60.0	7	.50
4a. Object in Room					
1. Light Switch	8.9	17.2	77.3	0	.01
2. Chalk Board	7.1	15.6	72.5	0	.001
3. Ceiling	5.6	14.3	65.7	0	.001
4. Flag	12.7	15.4	68.1	1	.01
b. Colors					
Red	13.5	16.9	61.4	0	.01
Orange	9.3	12.1	48.4	0	.02
Yellow	10.5	14.8	49.1	0	.02
Blue	10.5	13.6	33.7	0	.20
Violet	5.7	9.5	32.4	0	.02
White	9.2	13.4	51.8	0	.01
Black	9.4	13.1	48.3	0	.01
Brown	7.8	11.3	34.3	0	.02
c. Shapes					
1. Circle	12.3	17.1	60.8	0	.01
2. Square	7.8	13.4	50.1	0	.02
3. Triangle	5.0	13.2	58.9	0	.01
5. Distribute Milk, Etc.	10.3	16.9	57.5	2	.20

TABLE 10

EVALUATION BY STAFF

		Mean*
1.	Do you feel the inservice training (immediately prior to the start of the program) helped prepare you for program implementation?	1.4
2.	Do you feel that your preparation began early enough to allow sufficient time for planning? (If the time had been wisely used)	1.4
3.	Were the objectives clear to you at the beginning of the program?	1.3
4.	If not, did they become more obvious as time passed? (Omit if yes above)	---
5.	Were the objectives realistic?	1.4
6.	Did having very specific objectives make it difficult to work efficiently?	4.4
7.	Did having very specific objectives make your planning easier?	1.8
8.	Do you think there were enough meetings during the running of the program to allow for planning, revisions, feedback, etc.?	1.6
9.	Do you feel the project was well-coordinated	
	a. at first?	2.1
	b. by the end of the project?	2.3
10.	Were there enough supplies and materials?	1.4
11.	Were the facilities adequate?	1.4
12.	Were there enough personnel?	1.6
13.	Were the pupils who were selected truly in need of this program?	1.5
14.	Was the ratio of "school work" to "fun" adequate?	1.3
15.	Were supervisory personnel (e.g., coordinator, evaluator, etc.) approachable, helpful, and in frequent contact?	1.5
16.	Would you have appreciated the availability of more assistance from technical consultants?	3.1
17.	Were there times in the program which were especially difficult for you? If so, explain on back.	3.4
18.	Were the health personnel adequate?	2.4
19.	Would you recommend the continuation of this program in the future?	1.6
20.	Do you feel pupils made gains they wouldn't have without the program?	1.1

*1-Definitely Yes; 2-Generally Yes; 3-Neutral; 4-Generally No; 5-Definitely No

APPENDIX I

LIST OF FIGURES

FIGURE 1

DISTRIBUTION OF PERSONNEL

Area	School	Teacher	Aide	Principal
I	Luckie[b]	Hazel Webb	Lydia Hall	Gladys Eubanks
	Ware[b]	Bessie Birt	Dorothea Mosley	John Blackshear
II	Gilbert[a]	Ester Moore	Hattie M. Clayton	A. G. Jones
	Thomasville[a]	Catherine Miller	Martha Smith	J. R. Fouch
III	Boyd[b]	Etta Stephens	Dora M. Gates	Ray J. Wolfe
	Butler[a]	Amanda Landers	Edith Harris	M. C. Norman
IV	Blacklock[b]	Sherrie Johnson	Ethel Abner	William S. Banks
	Carey[b]	Gwendolyn Pambi	Florence Henderson	H. M. Harris
V	Drew[a]	JoAnn McLain	Mary Russell	Julia Glass
	Grant Park Primary[a]	Theresa Wilkinson	Dorothy Jackson	Daisy Harris

[a]Supervisor, Fran Gouze; Social Worker, Nettie Washington

[b]Supervisor, Barbara Williams; Social Worker, James Jones

FIGURE 2

MEAN PRESCHOOL ATTENDANCE